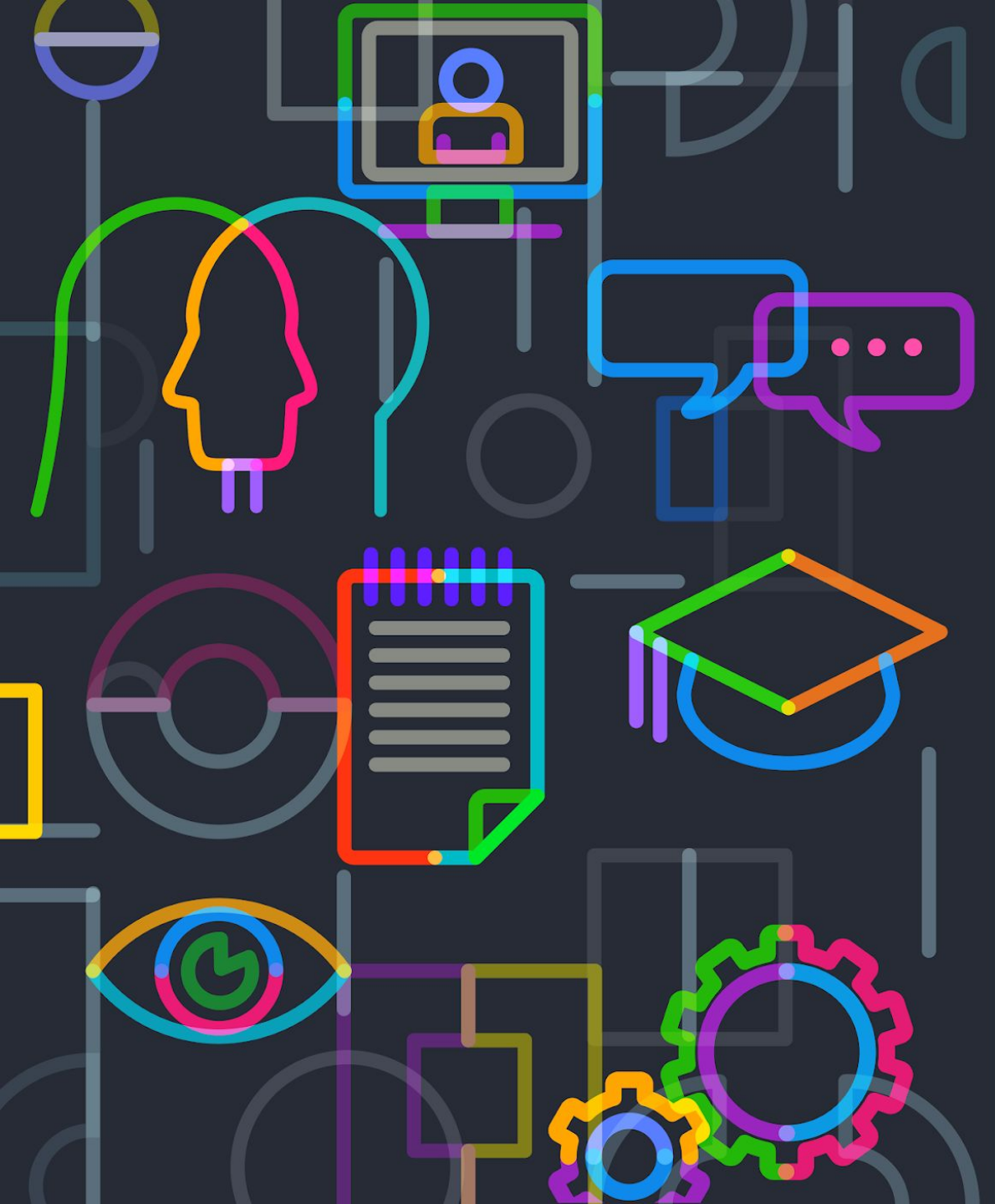


Understanding Targeted Support and Improvement (TSI)

Dr. Shirley Vargas, Philip White, and Lane Carr

Objectives

- Reemphasize the importance of disaggregating data
- Provide clarity around Targeted Support and Improvement Designation
- Share resources and preview TSI Professional Development Tool
- Answer any questions

**Mission:**

To lead and support the preparation of all Nebraskans for learning, earning, and living.

Goal:

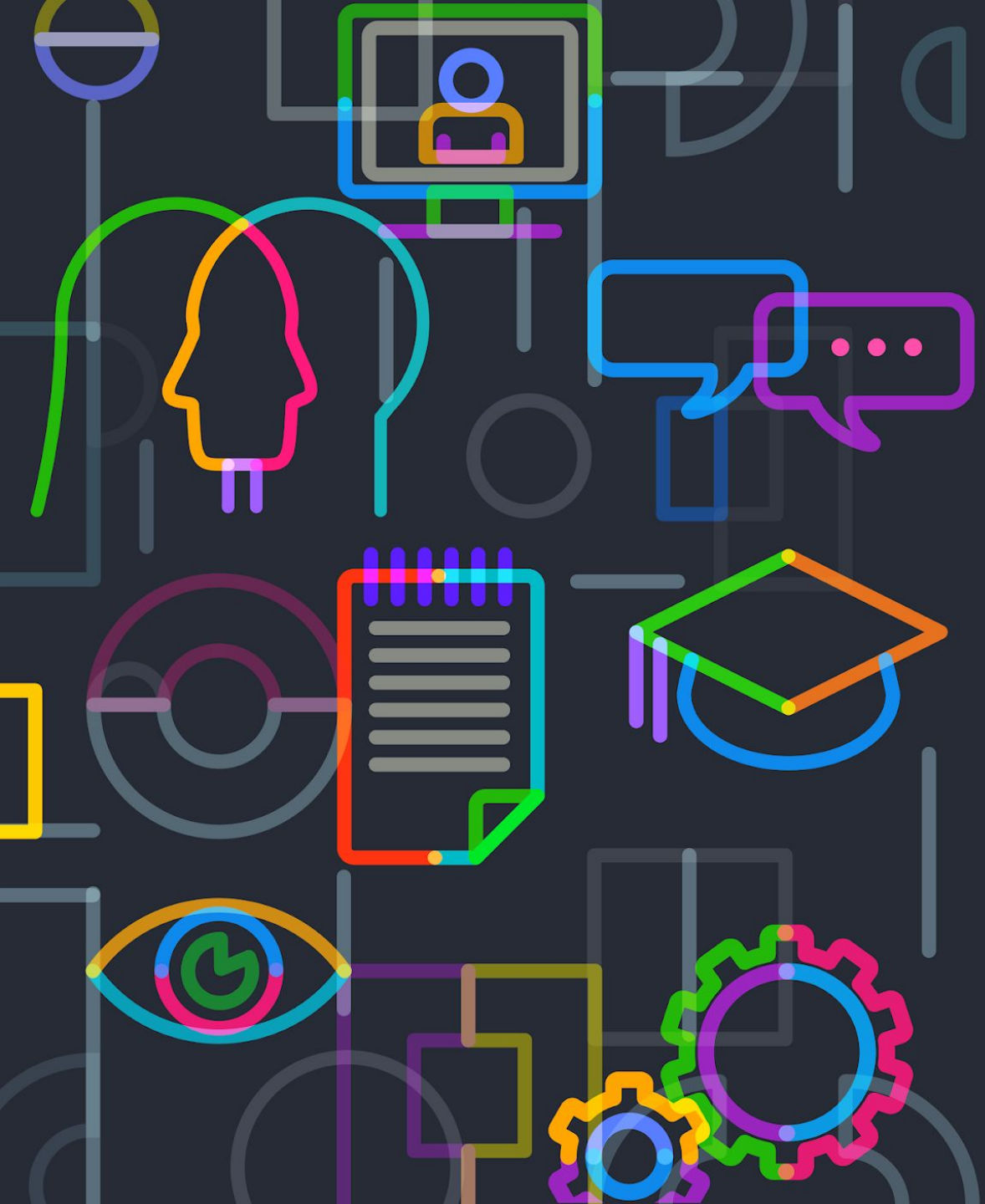
Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Goal:

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Goal:

Ensure the education system, including the Nebraska Department of Education, are taking charge of their roles and responsibilities to provide leadership and enhance school support systems in the state.

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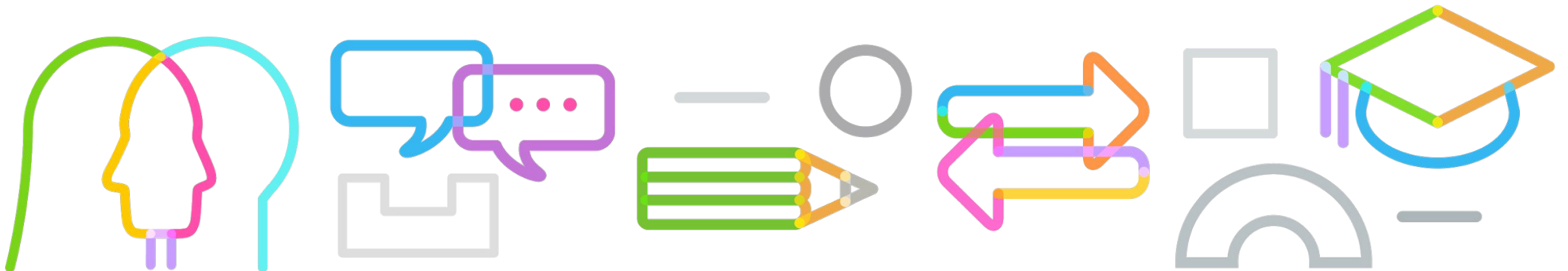
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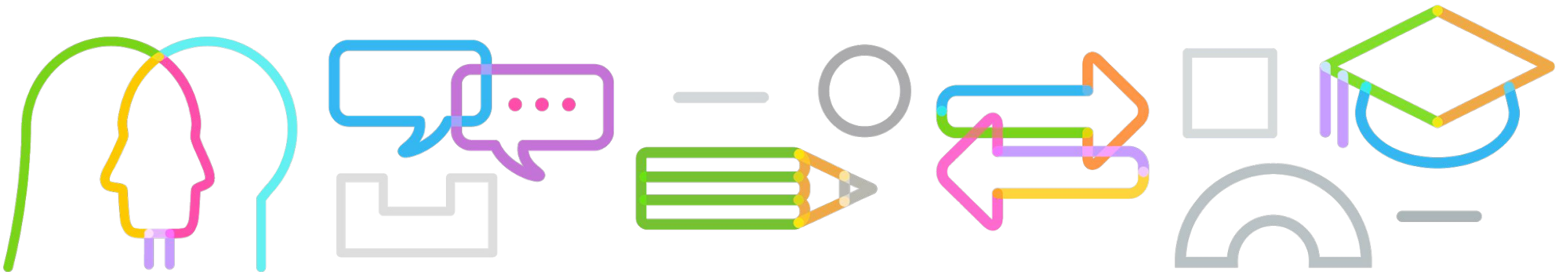
Educational Equity

Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives.



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School Improvement Core Beliefs

We believe:

- ...in the value of work already taking place in schools.
- ...all schools can improve.
- ...it's not our students' fault.
- ...school improvement is fundamentally about equity.



What comes to mind when you hear “disaggregating data”?

Type responses into chat box

Definition of Disaggregation

Disaggregated data refers to numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data—i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) **broken down in component parts or smaller units of data.**

Source: www.edglossary.org

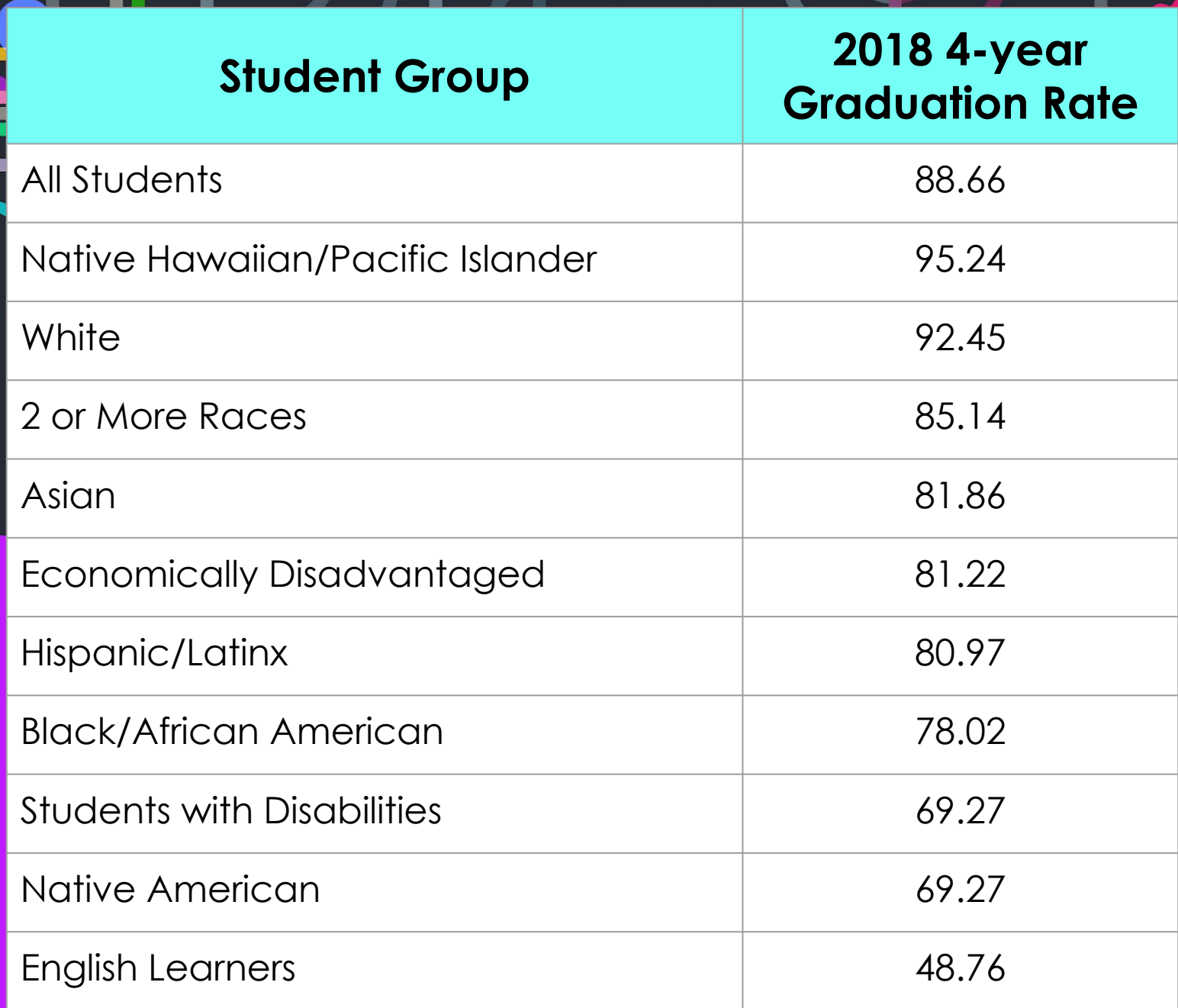




Why Disaggregation Matters

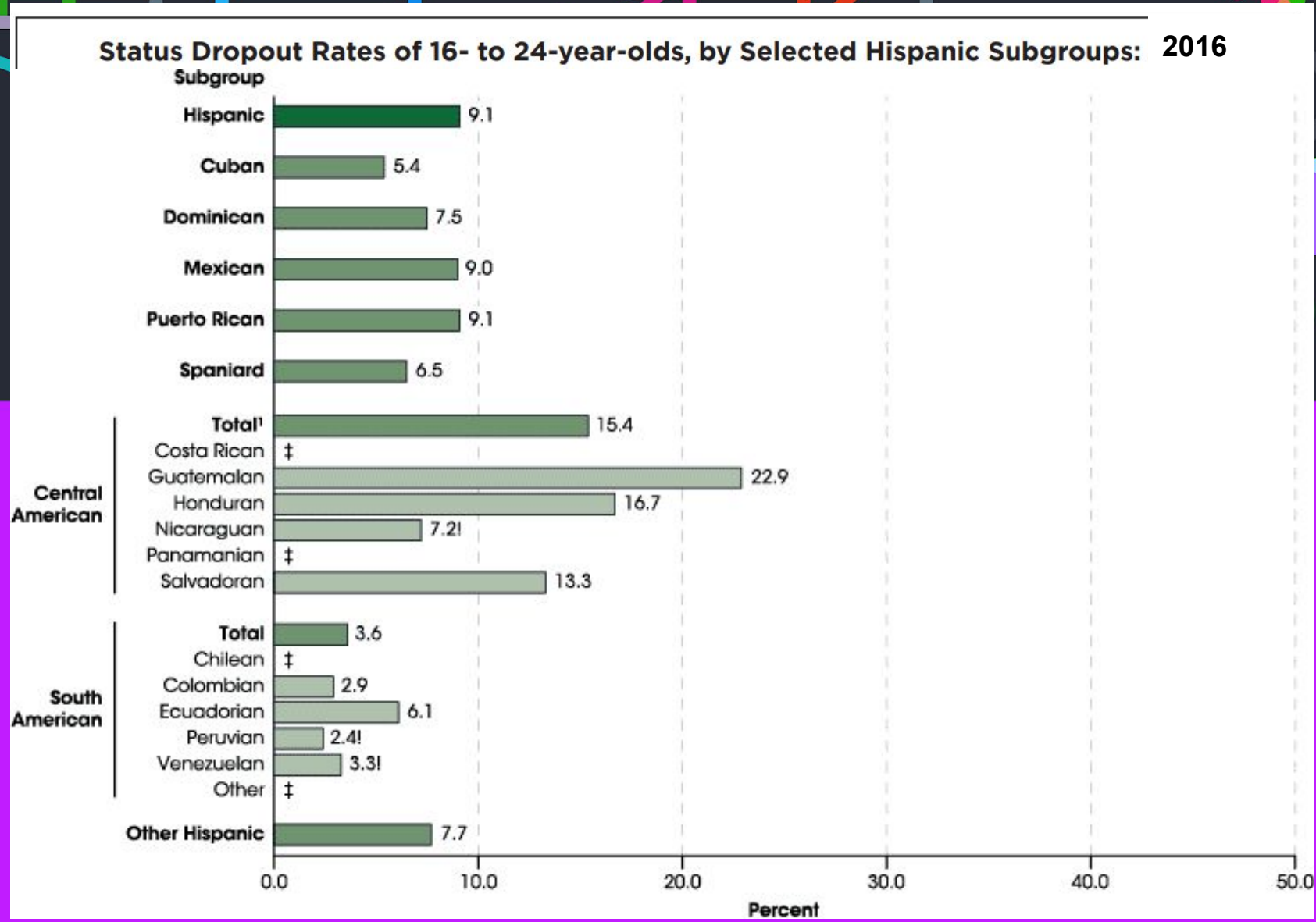
Disaggregated data can assist in:

- ...**evaluating** how specific groups of students are performing.
- ...considering educational perspectives and teaching methods that **address the differences among students**.
- ...**revealing patterns** that can be concealed by aggregate data.
- ...**identifying needs** so that allocation of human and financial resources are done more accurately and equitably.
- ...**acknowledging the racial/ethnic heritage** of students and families.
- ...**monitoring equity** in educational resources and outcomes.



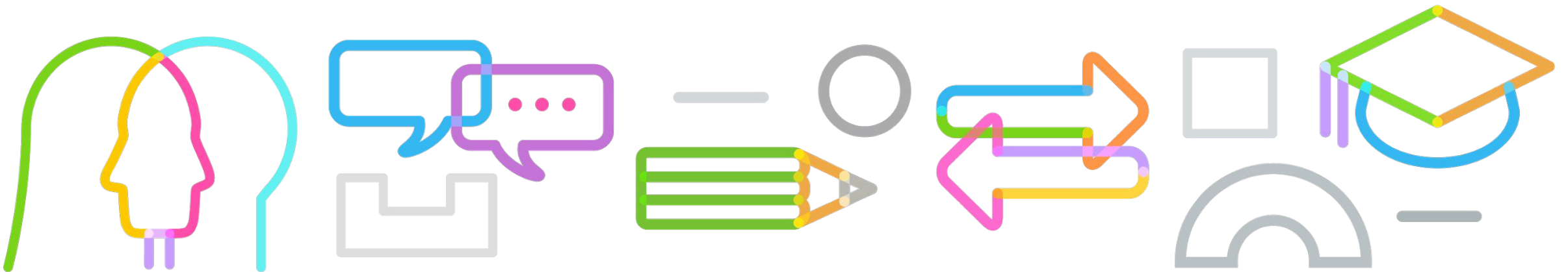
Student Group	2018 4-year Graduation Rate
All Students	88.66
Native Hawaiian/Pacific Islander	95.24
White	92.45
2 or More Races	85.14
Asian	81.86
Economically Disadvantaged	81.22
Hispanic/Latinx	80.97
Black/African American	78.02
Students with Disabilities	69.27
Native American	69.27
English Learners	48.76

Student Groups are Not Homogeneous



What is Targeted Support and Improvement (TSI and ATSI)?

A public school with one or more consistently underperforming student groups.



A SCHOOL'S GUIDE TO THE AQuESTT SYSTEM OF SUPPORTS

www.aquestt.com

www.education.ne.gov/essa

nep.education.ne.gov



CHAMPIONS FOR EQUITY

The Nebraska Department of Education (NDE) is committed to leading and supporting the preparation of all Nebraskans for learning, earning, and living. Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity. The NDE recognizes school success does not look the same everywhere. To be champions of equity, schools, Educational Service Units (ESUs), parents, community members, and the NDE must define success together for all students.

AQuESTT

The NDE and stakeholders across the state created an accountability and support system, AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), which centers around six tenets. With ESSA guidance, schools can focus more on providing supports to their students, instead of being labeled or punished.

In the past, the federal education law, *No Child Left Behind Act* (NCLB), created a high-stakes, punitive environment for schools. In 2015, NCLB was replaced with the *Every Student Succeeds Act* (ESSA), which allows states to focus on supports for schools to help them better serve their students. The AQuESTT system allows schools to focus more on educational equity for their students, and puts renewed emphasis on school improvement.

With ESSA guidance, schools can focus more on providing supports to students instead of being labeled or punished. AQuESTT serves as a comprehensive tool to classify schools, and more importantly identify schools needing support to achieve more educational equity in all six tenets for our students.

A FOCUS ON STUDENT GROUP PERFORMANCE

School improvement conversations must start with students at the center. This means considering the differing needs of each student, and identifying themes or trends among student groups. Beginning in 2019, NDE will strengthen their support to schools with lower performing student groups. Schools will be designated for Targeted Support and Improvement, a cohort of schools that will intentionally focus on the more intensive strategies to reach student groups. This support exemplifies the NDE's focus on equity and will build off a school's assets, while ensuring learners and their needs are at the center.

To personalize supports for students, schools must look critically at their data, breaking it down by student characteristics such as race and ethnicity, English proficiency status, disability, and socioeconomic status. This analysis informs the evidence-based intervention strategies needed to ensure the narrowing of academic achievement gaps between student groups.

PARTNERSHIPS

The work of providing equitable opportunities is not just the work of the NDE, ESUs, and schools receiving support. Because the focus is on all students, all schools must strive to continuously improve, regardless of the level of support they might be receiving, because of the challenges and rigor our current educational system demands. AQuESTT is the system which asks all schools, parents, and community members, in partnerships with the NDE and ESUs, to get serious about the success of all students and serve in roles like never before.

THE SYSTEM IN ACTION

AQuESTT allows schools to focus more on educational equity for their students. The NDE, through the AQuESTT system, classifies schools into four categories: Excellent, Great, Good, and Needs Improvement. These classifications are based on a number of student and school indicators. (For more information see Indicators). This classification will now occur annually.

For the 2018-19 school year, the metrics to be used for classification are seen in the table below:

ESSA Indicator Categories	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Indicators	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis

The next and newest step in the continuation of the AQuESTT system allows the NDE to use those classifications to funnel resources and supports to students, with the ultimate goal of ensuring all students across all back-grounds and circumstances, have equitable access and opportunities for success. These different levels of support are as follows:

LEVELS OF SUPPORT

			Support	Timeline
All Schools			<ul style="list-style-type: none">Tools and a continuous improvement framework (AQuESTT, EBA)Access to data to support continuous improvement planning process	Continuous
Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)		Support	Timeline
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in state's lowest-performing public schools		<ul style="list-style-type: none">Comprehensive needs assessmentPlan for improvement tailored to meet needs of student groups connected to continuous improvement plan	2019; Annually subsequently
Comprehensive Support and Improvement (CSI)			Support	Timeline
Lowest 5 percent of Title I Schools OR	Any public high schools with graduation rate below 67%, OR	Public schools with consistently under-performing student groups for 3 years	<ul style="list-style-type: none">Comprehensive needs assessmentPlan for improvement connected to continuous improvement planEligible for funding to support implementation of plan for improvement	Winter 2018; Every three years subsequently
Priority Schools			Support	Timeline
Public schools coming from Needs Improvement category AND	Multiple data sources indicating prioritization of need		<ul style="list-style-type: none">Intervention team appointed to aid in improvement effortsIntensive approach for improvementNDE-facilitated support with ESU partners	Continuous; At discretion of State Board of Education

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group

Priority Schools

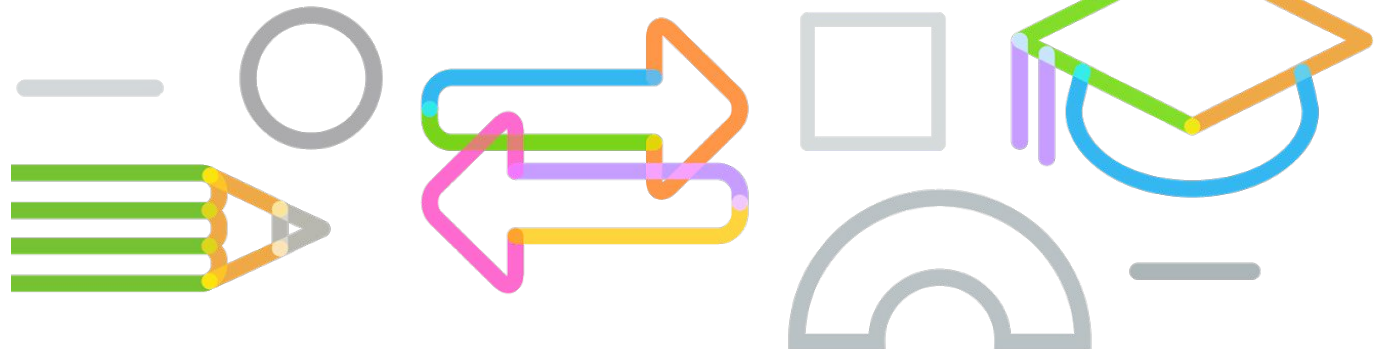
Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts



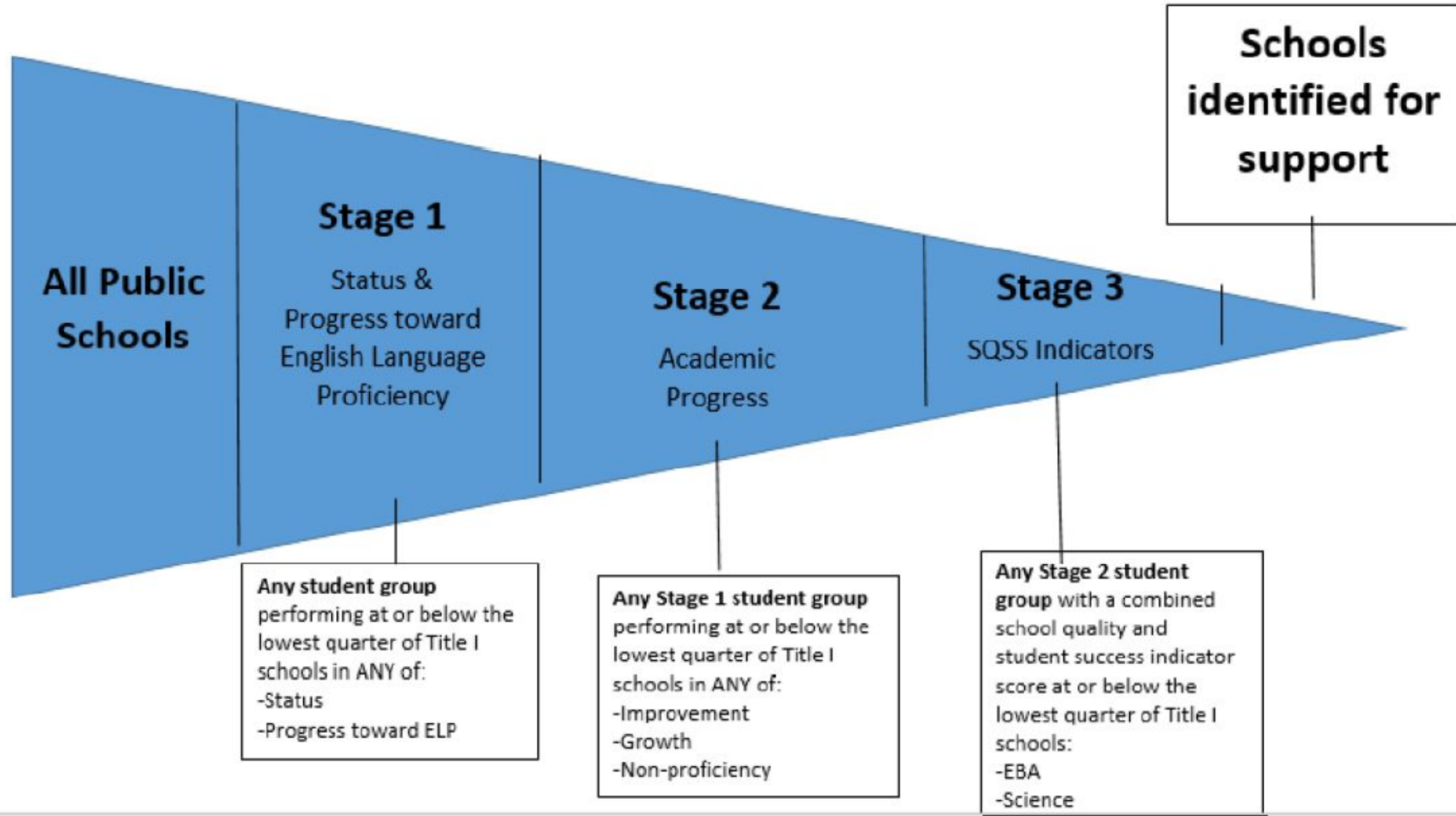
Targeted Support and Improvement (TSI)

- Consistently low-performing student group

**Beginning in 2019, any school with a consistently low-performing student group may not be classified as Excellent*

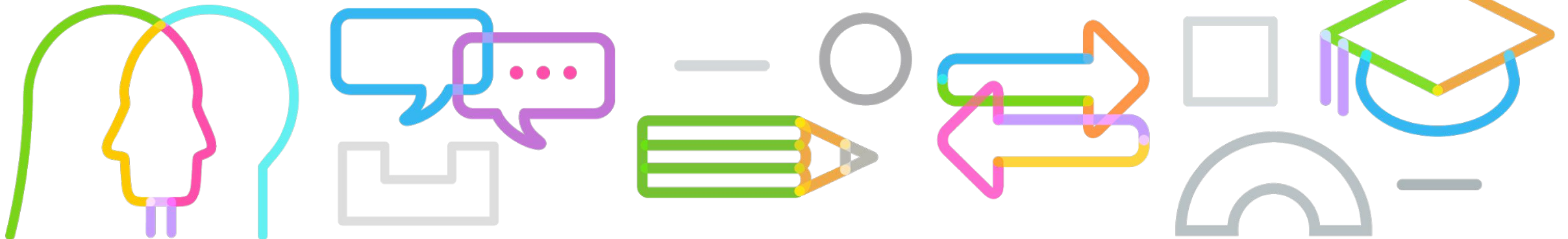


Targeted Support and Improvement



Student Groups

- Black/African American
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

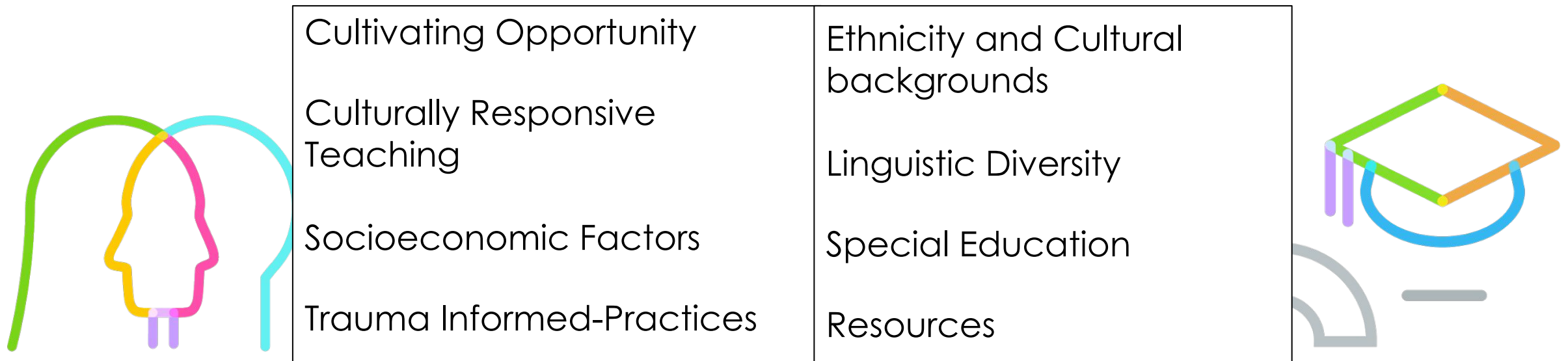




So what can we do to better serve
our students?

The “Leading for Equity” Toolkit

- Designed to serve as a resource for Nebraska educators
- Cultivates mindsets and beliefs necessary to support and sustain each student
- Uncovers the complexity of student identity, and how those factors impact learning



Time to Explore



<https://rise.articulate.com/share/6mEYNwl4iMlc4ZueuJSqm e718fY6fNav>

A screenshot of a feedback form titled 'Administrator Day Feedback Form'. The form is set against a background of colorful, vertical, textured stripes. The form itself is white with a red border. At the top, it says 'Thank you for attending the TSI session. Please respond to the following questions about the Leading for Equity Toolkit. Your feedback will inform future modifications made to the toolkit.' Below this, there is a red asterisk and the word 'Required'. The first question is 'What sections do you think are most relevant to educators? *'. It has six checkboxes with the following labels: 'Cultivating Opportunity', 'Culturally Responsive Teaching', 'Socioeconomic Factors', 'Trauma Informed Practices', 'Ethnicity and Cultural Backgrounds', and 'Linguistic Diversity'. Below these is another checkbox labeled 'Special Education'. The second question is 'Is there a section that you think is missing?'. Below this question is a text input field with the placeholder text 'Your answer'.

<https://forms.gle/5s7DAcEcVd6rkCSBA>



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